

Ministry of Education

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Date: May 4, 2021

Memorandum to: Chairs of District School Boards
Directors of Education
Secretary/Treasurers of School Authorities

From: Stephen Lecce
Minister of Education

Nancy Naylor
Deputy Minister

Subject: Planning for the 2021-22 School Year

Over the past two school years, the COVID-19 pandemic has had a significant impact on the delivery of education in Ontario. School boards, educators, students and their families have demonstrated resiliency and flexibility in responding to changes in their learning environments and we have come a long way in embracing new ways of teaching, learning and connecting. These efforts have helped schools remain healthy and safe places to learn and work and have supported the continuity of learning for students during this difficult time.

In the year ahead, we remain committed to the health, well-being and safety of students, educators, school staff and the broader community. We recognize that disruptions as a result of the pandemic have impacted student learning, well-being and engagement, with a disproportionate impact on under-served groups. We also acknowledge that the uncertainty of the public health landscape for the upcoming school year will present ongoing challenges for the education sector.

To respond to these challenges for the 2021-22 school year, the Ontario government will place renewed focus and supports on learning recovery and renewal, equity and student mental health and well-being, while continuing to implement strategies that protect the health and safety of students and staff and support flexibility in school board operations. To support

planning and implementation we are providing initial guidance for the next school year and will remain responsive to any changes that may be required due to the evolving public health environment.

Included in this memo are funding allocations, initial school board guidance and new initiatives to support the safe operation of schools in 2021-22. The Ministry of Education (the ministry) will continue to work closely with the Ministry of Health and the Chief Medical Officer of Health, and in Summer 2021 will confirm further details of the health and safety strategies required for the upcoming school year. This will include guidance on requirements such as masking, hand hygiene and screening, as well as the designation of school boards that will continue with an adapted secondary school delivery model in September.

Planning for the 2021-22 School Year

Continued COVID-19 Funding Supports

Since the start of the pandemic, the Ontario government has made over \$1.6 billion in resources available to support the safe reopening and operation of schools across Ontario, including \$763 million in funding through the federal Safe Return to Class Fund.

Although the evolving public health landscape is difficult to predict, we recognize that the next school year may require similar health and safety measures as those implemented this year. To support the continued safe operation of schools in 2021-22, the ministry will continue to provide temporary ongoing COVID-19 funding supports, with more than \$1.6 billion in resources available to school boards throughout the year. The ministry will continue to work with the Ministry of Health and the Chief Medical Officer of Health to determine when public health measures in schools can be eased or lifted.

Investments through Priorities and Partnerships Funding (PPF) totalling \$487.9 million, include:

- \$304.0 million to help support school boards in having staffing in place to navigate a safe school year. School boards may use this funding to support teachers, early childhood educators, educational assistants, custodians, school-based administrative support, principals and vice-principals to facilitate smaller cohorts, physical distancing, enhanced cleaning and the delivery of remote learning. Funding will be allocated to school boards reflecting a base funding amount of \$600,000 per district school board and \$150,000 per isolate school board, as well as projected total 2021-22 Average Daily Enrolment (ADE). This funding may be re-directed towards COVID-19 related special education, mental health and well-being related expenses;
- \$65.5 million for enhanced cleaning protocols and other health and safety measures in student transportation;
- \$49.0 million for special education, mental health and well-being and equity initiatives;
- \$29.4 million for increased costs related to school operations in recognition of the need to operate ventilation systems longer and replace filters more frequently. This funding

will be allocated to provide for a 2% increase to the non-staff school operations benchmark, in recognition of additional costs for non-staff operations related to COVID-19. A further 1.25% will be provided to support costs related to enhanced filtration;

- \$20.0 million for re-engaging students and reading assessment supports, further detailed below. Funding will be allocated to school boards reflecting a base funding amount of \$20,000 per school board as well as a per pupil allocation, and school authorities, the Provincial and Demonstration School Branch and the Centre Jules-Léger Consortium will each be allocated \$20,000;
- \$20.0 million in connectivity supports for remote learning technology (as part of a two-year remote learning technology investment totaling \$40.0 million), such as improvements to connectivity within school buildings (an application-based funding process will be communicated in the future); and

See Appendix A for more information and funding amounts by school board, as applicable, on items above. Any remaining elements may be communicated before the start of the school year.

As part of the accountability requirements for the aforementioned PPF COVID-19 investments, school boards will be required to report to the ministry, on a monthly basis, information on spending and staffing activities (to date and projected). More information on this requirement will be provided in the coming weeks.

The ministry will also provide the following COVID-19 supports through the Grants for Student Needs (GSN), subject to Lieutenant Governor in Council approval, totalling \$104.6 million:

- \$79.6 million in time-limited supports through the Language Grant, to help school boards continue to offer the same level of support to students requiring English as a Second Language/English Literacy Development (ESL/ELD) and the Programme d'appui aux nouveaux arrivants (PANA) programs;
- \$14.9 million in continued funding to support technology-related costs, to help replace some devices that may be out-of-date and the procurement of additional student devices; and
- \$10.1 million to support mental health to foster the continued learning and well-being of students. This may include employing mental health professionals, professional learning and training, release time for professional development, collaborating with community mental health providers, student engagement opportunities, and the collection, analysis and reporting of student mental health related information.

More information on the above GSN investments can be found in 2021:B08 2021–22 Grants for Student Needs Funding.

Finally, subject to Lieutenant Governor in Council approval, school boards will continue to be allowed to unlock their reserves by accessing up to two per cent of their operating budget from

their reserve funds to support the safe operation of schools. Where school boards access more than a total of two per cent of their operating allocation from their reserves for the safe operation of schools over the 2020-21 and 2021-22 school years, the ministry would provide funding to cover the excess use of reserves up to the equivalent of two per cent of their 2021-22 operating allocation. Through the combination of ministry funding and reserves access, it is anticipated that up to \$507.9 million will be available for this purpose, detailed in Appendix A. Additional information can be found in 2021:SB08 2021-22 Estimates (District School Boards).

At this time, school boards are expected to budget for approximately half of the above resources to support the first half of the school year, including access to one per cent from their reserves. This excludes resources related to the GSN investments of \$104.6 million as well as PPF investments to improve connectivity for remote learning technology of \$20 million, and for learning recovery and renewal of \$20 million, which are being allocated in their entirety. The ministry will confirm the use of the remaining resources, if needed for the second half of the year, in the Fall, pending vaccine distribution across the province and public health advice.

The ministry intends to provide school boards with a Transfer Payment Agreement for the total 2021-22 COVID-19 Priorities and Partnerships Fund investments reflecting the funding allocations above as well as the remaining resources, if applicable, in the Fall.

In addition to the funding noted above that will be reflected in the Transfer Payment Agreements and GSN allocations, additional investments for the following COVID-19 supports are being administered centrally.

As the safety of students and staff continues to be a key priority in the reopening of Ontario schools, the government will continue to provide required personal protective equipment (PPE) and critical supplies and equipment, e.g. cleaning supplies, through the Ministry of Government and Consumer Services and the pandemic stockpile. It is estimated that for the 2021-22 school year, these products will value up to \$450.0 million.

The government is also investing \$86.0 million to support school-focused nurses in public health units and testing in schools.

Remote Learning Offerings and Virtual Learning Resources

For 2021-22, school boards will continue to be required to offer remote learning options consistent with PPM 164. While we recognize that some school boards have begun the process of seeking parental decisions on whether students will be learning in-person or remotely in September, we ask that boards delay any deadlines for parents to respond until June 1, 2021 at the earliest.

The ministry provides all school boards access at no cost to Ontario's Virtual Learning Environment for use by educators and students, powered by D2L's Brightspace for use by educators and students. This provides a secure online Learning Management System to host and deliver online, remote and blended learning. School boards should ensure that all

educators and educational support staff have an account to access their board's Learning Management System.

[Policy/Program Memorandum: 164 Requirements for Remote Learning](#) outlines remote learning requirements for school boards, including requirements respecting access to remote learning devices by students and synchronous learning requirements for school boards.

New for the 2021-22 school year and in response to educators' requests for additional elementary digital learning content, TVO and TFO are currently developing English-language and French-language elementary digital learning course packs, aligned with curriculum expectations for each subject in Grades 1-8 and Kindergarten. These supplemental resources will become available through the Summer for educators should they wish to incorporate them for in-person or remote learning with the start of the next school year. They may also support students to continue their learning: for example, students could review content online at home to help with homework or to support learning retention through the summer months.

Ensuring Health and Safety

Cohorting and Timetabling for In-Class Instruction

As in 2020/21, school boards should plan to operate elementary schools full time in-person. Elementary students should continue to be cohorted with their classmates and their homeroom teacher. Specialized teachers, for classes such as French as a second language/English (in French-language school boards), the arts, and health and physical education, are still able to go into classrooms to provide the full breadth of programming for students. Students may be pulled into smaller groups for supports (e.g., ESL, ALF and PANA) with students from other cohorts based on local health advice.

In secondary schools, school boards are to adopt secondary timetabling methods that emphasize cohorting of students as much as possible and to limit the number of student-to-student contacts. School boards will be required to limit schedules to two in-person classes (such as quadmestering) with exceptions for schools where contacts can be limited by cohorting grades or if the overall size of the school is small, making contact tracing manageable. Boards that are considering an alternative to the quadmester approach should contact Yael Ginsler, Assistant Deputy Minister of the Student Achievement Division at yael.ginsler@ontario.ca.

The intention is to plan for full time in-person learning for secondary schools. However, school boards are also asked to have plans in place to pivot to other modes of delivery if necessary while still providing students with access to the full breadth of courses:

- Adapted timetables and a study hall where instruction is split between in-person instruction and remote to allow for tighter cohorting; and
- Full remote delivery.

Full guidance on 2021-22 health and safety measures will be communicated to school boards in Summer 2021. This will include guidance on requirements such as masking, hand hygiene, cohorting for clubs and other extracurriculars and screening, as well as the designation of school boards that would need to open with an adapted secondary school delivery model in September.

Supporting Student Success and Achievement

Learning Recovery and Renewal

We know educators across Ontario have implemented measures to help mitigate learning disruption as much as possible. These include maintaining high calibre in-person learning with key health and safety measures, providing remote learning when in-person learning could not take place, and expanding summer school programs for two consecutive years.

Ontario students, like in many jurisdictions around the world, have experienced disruption to learning. Some students may have gaps in learning, with some having disengaged. Learning disruption is not easy to measure and impacts students differently.

Ontario's learning recovery and renewal approach will include a focus on student mental health and well-being, early reading and math, re-engaging students, special education, targeted French language supports, and educator readiness including professional learning communities and opportunities to share effective practices. More information will be communicated to support these priorities.

Community Involvement Graduation Requirement

Typically, secondary school students are required to earn 40 hours of community involvement activities as part of the requirements for earning an Ontario Secondary School Diploma (OSSD).

In 2021-22, the required number of hours for community involvement activities will be reduced from 40 to a minimum of 20 hours for graduating students. This is consistent with changes made in the 2020-21 school year.

The community involvement graduation requirement of 40 hours will be restored in 2022-23 and students working towards their OSSD should be supported to meet these graduation requirements in time for their graduating year.

At the principal's discretion, the following activities will be deemed eligible for all secondary students for their community involvement activities in the 2021-22 school year:

- Activities that take place during the time allotted for the instructional program on a school day (e.g., walking a younger neighbour or sibling to and from school, helping younger siblings with their homework)
- Activities that include up to 10 hours of paid work, with the requirement to complete a reflection exercise indicating how their work contributed to service for others (e.g., grocery work during the pandemic)
- Activities that consist of duties normally performed in the home (e.g., students could help an elderly relative with errands, provide after-school care for a sibling)

School boards are permitted to develop their own electronic processes for collecting, recording and validating community involvement hours, including allowing electronic signatures that validate students' hours.

With respect to notations for the report card and the Ontario Student Transcript, schools are expected to follow the guidance provided in the 2020-21 school year.

Online Learning Graduation Requirement

As announced in November 2019, it is planned that, starting with the Grade 9 cohort for the 2020-21 school year, students will be required to earn two credits online as part of the graduation requirements of the Ontario Secondary School Diploma (OSSD). While online courses will be a mandatory graduation requirement, exemptions may be made for students on an individual basis.

Further information will be provided regarding the opt-out process as well as the extent to which credits earned during remote learning due to the COVID-19 pandemic can be counted toward the online learning graduation requirement.

To this end, secondary schools should continue to keep track of student enrolment in full-time and adapted model remote learning.

Ontario Secondary School Literacy Test (OSSLT)

Students graduating in the 2021-22 school year are exempted from the literacy graduation requirement. With respect to notations for the report card and the Ontario Student Transcript, schools are expected to follow the guidance provided in the 2020-21 school year.

The literacy graduation requirement will be restored for students graduating in the 2022-23 school year. Students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement,

through participating in the OSSLT, adjudication or the Ontario Secondary School Literacy Course (OSSLC).

While Grades 10 and 11 and non-graduating students are encouraged to take the OSSLT, to provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students who may not be able to enter a school building, they can be enrolled in the OSSLC or be provided with an adjudication without having an unsuccessful attempt at the OSSLT.

EQAO will provide a Fall 2021 administration of the OSSLT in addition to a Spring 2022 administration.

EQAO Assessments

In 2020-21, EQAO assessments for Grades 3 and 6 were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform. Field tests were provided for the new online Grade 9 math assessment and the online OSSLT.

In 2021-22, regular EQAO assessments will resume, with the following adaptations:

- All students in Grade 3 and 6 attending in-person learning will participate in the online EQAO math, reading, and writing assessments.
- All students enrolled in Grade 9 math attending learning in-person will write the Grade 9 math assessment. Results of this assessment may count towards up to 10% of the student's final mark.
- Where applicable, students will continue to receive individual reports.

For EQAO assessments, including the OSSLT, students who are learning remotely and wish to participate in the assessments can, at the discretion of the school board, attend in-person for the purpose of participating in the assessment so long as all applicable health and safety measures can be met.

Specialist High Skills Major (SHSM) OSSD

In the 2020-21 school year, the ministry provided guidance to school boards regarding a formalized substitution process for students to earn the SHSM/OSSD. The same substitution parameters will be extended to students graduating in the 2021-22 school year. Further information will be shared with SHSM Board Leads in future webinars.

Cooperative Education

The requirements for offering cooperative education courses, as outlined in the Cooperative Education curriculum, including the classroom and community placement components, remain

in effect. Cooperative education placements should be offered virtually, where feasible. In-person community placements can be arranged in alignment with the direction and recommendations of local health units, the direction of the local school board, and within the safety and curriculum requirements of the Cooperative Education curriculum.

For students who are enrolled in cooperative education courses, if the in-person or virtual community placement needs to be suspended after the student has already begun their placement component (and no alternative or virtual placement is possible), students can work with their co-op teacher to modify their co-op Learning Plans so that they can still work to achieve the curriculum expectations and earn their credit(s). Where feasible, these learners should be provided with opportunities to connect virtually with industry partners on career exploration activities and experiential learning opportunities.

The Ministry of Education's policy regarding WSIB coverage remains unchanged. Please note that PPM76a, *Workplace Safety and Insurance Coverage for Students in Work Education Programs*, applies to in-person and virtual placements, as do the requirements for ensuring health, safety and well-being outlined in the [Cooperative Education curriculum](#).

Assessment, Evaluation and Reporting

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, provides that thirty per cent of the final grade for secondary courses is based on a final evaluation administered at or towards the end of the course. This evaluation is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

For 2021-22, school boards will continue to have flexibility to determine final evaluation for up to 30% of a student's final mark.

Boards may allow for electronic signatures to be used by school principals (or their delegate) on the Communication of Learning and report cards, in accordance with their own policies and advice from their legal counsel. School boards should determine the appropriate means for sending the report card to students and families, either in paper or electronic copy, giving consideration to issues such as privacy, security, and safety. Paper copies should be provided at the parent's request. Schools continue to be required to file a signed copy of all report cards in the student's Ontario Student Record.

Early Development Instrument

Information on children's developmental health and well-being prior to Grade 1 is collected throughout the province using the Early Development Instrument (EDI). The EDI is a questionnaire that teachers complete about the skills and abilities of each of their Year 2

(senior) kindergarten students. It measures developmental health and wellbeing across five domains:

- physical health and well-being
- social competence
- emotional maturity
- language and cognitive development
- communication skills and general knowledge

Since 2004, the EDI has been collected across the province in three-year cycles: over a three-year period for Cycle 1 (2004-06), Cycle 2 (2007-09), and Cycle 3 (2010-12), and in a single year, every three years, for Cycle 4 (2015) and Cycle 5 (2018).

In the previous school year, the sixth edition of the EDI was postponed. In 2021-22, the EDI will be implemented in the winter of 2022 in all Kindergarten classes across the province.

Free one-on-one online support

TVO's Mathify will continue to offer free, one-on-one online support provided by Ontario certified teachers, to help students improve their math skills, build math understanding and confidence with the help of a math tutor.

Eurêka! is a French-language free online learning support program provided by Centre franco where qualified and certified Ontario teachers offer their help to students in French-language schools with their schoolwork and improve their learning in all subject areas.

Providing Flexibility in School Board Operations

School Board Electronic Meetings

In 2020, the Ministry of Education brought forward amendments to [Ontario Regulation 463/97](#) (Electronic Meetings and Meeting Attendance) under the *Education Act* to most recently waive the requirement for school board trustees to attend meetings in person until November 30, 2021.

To continue to support the ongoing operation of school boards in the upcoming school year, the ministry will recommend regulatory amendments that, if approved, would extend the ability for trustees to continue meeting by entirely electronic means until November 14, 2022 (the end of the next trustee period).

School Year Calendars

[Regulation 304](#) (School Year Calendar, Professional Activity Days) under the *Education Act* sets out requirements for school year calendars, including deadlines for boards to submit their school year calendars to the ministry.

The ministry will recommend regulatory amendments to Regulation 304 that, if approved, would establish:

- March 1 as the annual submission deadline for all calendars (regular and modified)
- May 1 as the annual submission deadline for a regular calendar, if modified calendars are not approved by April 15
- August 15 as the annual submission deadline for general outlines of the Professional Activity (PA) day activities

These proposed changes would not impact the upcoming submission dates for the 2021-22 school year calendars, which have already been named by the Minister. They would apply to the submission of calendars in the spring of 2022 for the 2022-23 school year and for subsequent school years.

Amendments are also being proposed that, if approved, would expedite communication of calendar submission deadlines as required in an emergency.

Please note that the proposed regulatory amendments set out above for both school board electronic meetings and school year calendars are subject to approval by the Lieutenant Governor in Council and are subject to change. We will continue to keep you informed.

Professional Activity (PA) Days

Policy/Program Memorandum (PPM) No. 151: Professional Activity Days Devoted to Provincial Education Priorities will be revised and issued to school boards reflecting the ministry's directions on PA days for the 2021-22 school year. Topics for the three mandatory PA days will include:

- health and safety protocols, mental health and well-being
- learning recovery and intervention strategies
- mathematics, including the elementary math curriculum and Grade 9 de-streamed math course
- anti-racism, anti-discrimination training
- instructional approaches to online/remote learning
- anti-sex trafficking and anti-bullying, including cyber-bullying

The mandatory PA day topics can be integrated. Consideration to supporting students with special education needs, as well as anti-racism, anti-discrimination and inclusion of all students, should be integrated across all professional learning topics. Ontario Regulation 304 provides for

each school board to determine the timing of its PA days. This should be done with adherence to any provisions in local Collective Agreements.

To ensure readiness for the 2021-22 school year, the ministry encourages school boards to address the following topics prior to the start of student instruction:

- health and safety protocols, mental health and well-being; and
- learning recovery and intervention strategies.

The ministry will provide resources to support boards in the implementation of the PA days. Materials will be available in August through the Virtual Learning Environment and throughout the 2021-22 school year.

Engagement with First Nations and Indigenous Education Partners

First Nation, Métis and Inuit students have been significantly impacted by the COVID-19 pandemic. In order to improve access to equitable, culturally appropriate and safe education for all Indigenous students, we encourage school boards to engage with their local Indigenous education partners in planning discussions for the 2021-22 school year, including the implementation of the Grade 9 de-streamed math course, to ensure that First Nation, Métis and Inuit perspectives are incorporated.

We recognize that the past two school years have been challenging and we are grateful for the continued hard work of our partners to ensure a high-quality education for all students across the province. We look forward to sharing more details on health and safety requirements for 2021-22 later in the Summer.

Thank you for your ongoing partnership.

Sincerely,

Stephen Lecce
Minister

Nancy Naylor
Deputy Minister

- c: President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
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Appendix A: Projected Funding Allocations for Applicable COVID-19 Supports

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
1	DSB Ontario North East	1,422,580	161,908	2,378,240	517,400	135,985	256,744	78,326
2	Algoma DSB	1,804,780	178,138	2,966,911	576,800	148,059	269,171	105,427
3	Rainbow DSB	2,231,298	208,436	3,817,409	883,900	161,533	283,038	135,669
4	Near North DSB	1,809,234	172,157	2,895,849	751,900	148,200	269,315	105,742
5.1	Keewatin-Patricia DSB	1,148,558	101,339	1,673,219	334,200	127,329	247,835	58,896
5.2	Rainy River DSB	860,137	51,128	866,676	202,200	118,218	238,458	38,445
6.1	Lakehead DSB	1,652,250	122,324	2,376,566	420,600	143,241	264,211	94,611
6.2	Superior-Greenstone DSB	758,748	62,121	717,510	104,200	115,015	235,161	31,256
7	Bluewater DSB	2,727,387	264,305	4,258,280	923,000	177,205	299,167	170,845
8	Avon Maitland DSB	2,486,473	256,236	3,854,403	801,500	169,594	291,334	153,763
9	Greater Essex County DSB	5,199,270	483,008	8,755,349	874,100	255,292	379,534	346,117
10	Lambton Kent DSB	3,333,239	321,547	5,336,787	857,200	196,344	318,865	213,804
11	Thames Valley DSB	11,183,958	1,146,633	19,563,063	3,122,200	444,350	574,112	770,470
12	Toronto DSB	31,499,030	3,721,149	60,746,276	3,950,600	1,086,108	1,234,608	2,210,937
13	Durham DSB	9,949,682	999,955	16,521,810	1,476,200	405,359	533,982	682,952
14	Kawartha Pine Ridge DSB	4,979,506	479,017	8,338,797	1,419,400	248,350	372,389	330,535
15	Trillium Lakelands DSB	2,598,878	267,472	4,141,855	967,100	173,145	294,989	161,733
16	York Region DSB	16,632,844	1,696,047	29,245,072	2,679,700	616,482	751,269	1,156,830
17	Simcoe County DSB	7,495,027	718,543	12,503,254	1,366,100	327,816	454,175	508,901
18	Upper Grand DSB	5,129,755	485,608	8,406,464	1,282,600	253,096	377,274	341,188
19	Peel DSB	20,492,512	2,033,872	36,377,501	3,021,300	738,410	876,757	1,430,505
20	Halton DSB	9,057,528	884,175	14,864,693	1,115,600	377,175	504,976	619,692
21	Hamilton-Wentworth DSB	7,095,159	673,025	12,137,493	1,051,000	315,184	441,174	480,548
22	DSB of Niagara	5,637,846	538,014	9,361,766	1,321,600	269,147	393,793	377,215
23	Grand Erie DSB	3,897,814	367,275	6,271,762	861,600	214,179	337,220	253,836
24	Waterloo Region DSB	8,922,865	863,236	14,700,194	1,159,900	372,921	500,598	610,144

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
25	Ottawa-Carleton DSB	9,982,835	1,073,366	18,063,570	2,684,000	406,406	535,060	685,303
26	Upper Canada DSB	3,888,155	438,959	7,074,677	2,033,000	213,874	336,906	253,151
27	Limestone DSB	3,101,025	313,965	5,134,243	1,037,400	189,008	311,315	197,339
28	Renfrew County DSB	1,751,537	172,559	2,602,335	560,500	146,377	267,439	101,651
29	Hastings and Prince Edward DSB	2,501,305	250,077	3,993,261	954,900	170,063	291,816	154,815
30.1	Northeastern Catholic DSB	883,609	42,093	819,949	208,300	118,959	239,221	40,110
30.2	Nipissing-Parry Sound Catholic DSB	942,550	51,728	931,215	228,100	120,821	241,137	44,289
31	Huron-Superior Catholic DSB	1,114,469	67,410	1,348,132	234,300	126,252	246,727	56,479
32	Sudbury Catholic DSB	1,397,821	93,118	1,814,889	395,700	135,203	255,939	76,571
33.1	Northwest Catholic DSB	759,538	20,789	499,351	87,500	115,040	235,187	31,312
33.2	Kenora Catholic DSB	754,895	16,799	493,680	72,200	114,893	235,036	30,983
34.1	Thunder Bay Catholic DSB	1,501,283	96,697	2,104,353	351,800	138,472	259,303	83,907
34.2	Superior North Catholic DSB	677,770	25,886	361,558	34,600	112,457	232,529	25,514
35	Bruce-Grey Catholic DSB	1,195,335	67,335	1,269,343	288,500	128,807	249,356	62,213
36	Huron Perth Catholic DSB	1,199,023	66,229	1,317,757	356,400	128,923	249,476	62,475
37	Windsor-Essex Catholic DSB	3,191,047	283,090	4,968,430	585,800	191,852	314,242	203,722
38	London District Catholic School Board	3,358,825	303,142	5,270,513	1,063,400	197,152	319,697	215,618
39	St. Clair Catholic DSB	1,731,020	125,966	2,252,219	455,600	145,729	266,772	100,196
40	Toronto Catholic DSB	11,987,735	1,221,920	22,195,225	2,063,900	469,741	600,245	827,463
41	Peterborough V N C Catholic DSB	2,526,713	211,308	3,711,079	764,300	170,865	292,642	156,616
42	York Catholic DSB	7,177,563	697,289	11,970,140	1,172,400	317,787	443,854	486,391
43	Dufferin-Peel Catholic DSB	10,405,774	1,034,393	18,090,185	1,322,500	419,767	548,811	715,292
44	Simcoe Muskoka Catholic DSB	3,467,546	311,761	5,347,941	826,700	200,587	323,231	223,327
45	Durham Catholic DSB	3,330,982	295,396	4,999,757	552,800	196,272	318,791	213,644
46	Halton Catholic DSB	5,396,529	503,317	8,248,000	592,200	261,524	385,948	360,104
47	Hamilton-Wentworth Catholic DSB	4,458,241	418,581	7,129,837	501,000	231,883	355,441	293,574
48	Wellington Catholic DSB	1,648,413	108,067	2,059,320	285,100	143,120	264,087	94,339
49	Waterloo Catholic DSB	3,825,953	344,326	5,787,582	472,100	211,909	334,884	248,741

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
50	Niagara Catholic DSB	3,186,533	275,261	4,905,045	677,100	191,709	314,095	203,402
51	Brant Haldimand Norfolk Catholic DSB	2,001,809	153,358	2,651,411	363,300	154,283	275,576	119,397
52	Catholic DSB of Eastern Ontario	2,322,524	192,184	3,762,369	1,203,500	164,415	286,004	142,138
53	Ottawa Catholic DSB	6,450,041	647,137	11,260,345	1,646,000	294,804	420,200	434,805
54	Renfrew County Catholic DSB	1,215,583	75,459	1,443,339	329,200	129,446	250,014	63,649
55	Algonquin and Lakeshore Catholic DSB	2,073,871	166,326	3,064,562	723,200	156,560	277,919	124,507
56	CSD du Nord-Est de l'Ontario	887,608	52,442	1,059,534	141,000	119,086	239,351	40,393
57	CSP du Grand Nord de l'Ontario	936,565	77,236	1,316,638	205,100	120,632	240,943	43,865
58	CS Viamonde	2,347,313	230,527	4,537,922	1,311,200	165,198	286,810	143,896
59	CÉP de l'Est de l'Ontario	2,782,077	266,663	5,257,178	1,007,000	178,932	300,945	174,723
60.1	CSD catholique des Grandes Rivières	1,301,479	124,091	2,187,699	432,800	132,160	252,807	69,739
60.2	CSD catholique Franco-Nord	940,033	63,604	1,135,734	241,900	120,742	241,055	44,111
61	CSD catholique du Nouvel-Ontario	1,419,488	119,952	2,351,835	434,500	135,888	256,644	78,107
62	CSD catholique des Aurores boréales	712,850	23,341	530,216	62,300	113,565	233,669	28,002
63	CS catholique Providence	1,843,703	161,917	3,109,187	648,800	149,289	270,436	108,186
64	CS catholique MonAvenir	2,803,207	264,136	5,483,110	1,803,400	179,600	301,632	176,221
65	CSD catholique de l'Est ontarien	1,928,927	197,732	3,358,991	729,600	151,981	273,207	114,229
66	CSD catholique du Centre-Est de l'Ontario	3,943,891	365,240	7,539,111	1,283,200	215,634	338,719	257,103
	DSB Total	303,261,355	29,368,836	507,889,967	65,470,000	16,135,404	25,015,270	19,880,000
15148	James Bay Lowlands Secondary School Board	173,860	13,567	Note 1	7,500	28,237	58,259	20,000
15199	Moose Factory Island District School Area Board	186,370	9,242	Note 1	7,500	28,722	58,758	20,000
15202	Moosonee District School Area Board	183,533	4,511	Note 1	7,500	28,612	58,645	20,000

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
79910	Penetanguishene Protestant Separate School Board	194,882	3,844	Note 1	7,500	29,024	59,068	20,000
	Centre Jules-Léger Consortium	N/A	N/A	N/A				20,000
	Provincial and Demonstration Schools	N/A	N/A	N/A				20,000
	Total	304,000,000	29,400,000	507,889,967	65,500,000	16,250,000	25,250,000	20,000,000

Note 1: Although not included in the table above, school authorities can also unlock their reserves by accessing up to two per cent of their operating budget from their reserve funds to support the safe operation of their school. Where they have accessed more than a total of two per cent of their operating allocation from their reserves for the safe operation of their school over the 2020-21 and 2021-22 school years, the ministry will provide funding to cover the excess use of reserves up to the equivalent of two per cent of their 2021-22 operating allocation. Note 2: Numbers may not add due to rounding.

Additional Information

2021-22 Transportation Health and Safety Funding

The ministry is providing a total of \$65.5 million to support enhanced COVID-19 health and safety measures in student transportation for the 2021-22 school year. This funding is intended to support enhanced cleaning protocols (e.g., additional labour, supplies), to assist in reducing the number of students on school buses to support physical distancing, and to address other pressures school boards may face in transporting students as a result of COVID-19.

The \$65.5 million in funding will be allocated to school boards proportional to school boards' 2021-22 Transportation Grant allocation. Isolate board school authorities will each receive an amount of \$7,500. See below for board-by-board allocations.

Eligible expenses for this funding include the following:

- Potential pressures/incremental costs associated with running routes at less than full capacity to allow for physical distancing. This may include additional bus routes or runs to allow for programmatic choices (i.e., at the secondary panel) to allow for appropriate cohorting.
- Additional staffing and/or overtime related to enhanced cleaning on school purpose vehicles.
- Equipment and auxiliary supplies that would support effective enhanced cleaning protocols not supplied by MGCS and purchased by student transportation service providers or school boards.
- Additional costs associated with specific cleaning and disinfection products or PPE for use on school purpose vehicles not supplied by MGCS.

Special Education, Mental Health and Well-being and Equity Funding

The ministry is providing a total of \$49 million for enhanced COVID-19 Special Education, Mental Health and Well-being and Equity supports. This funding includes \$6.45M to support equity initiatives, focused on supports for Black, Indigenous and racialized students, underserved students from low socio-economic communities and students with disabilities. Details on the specific program initiatives being supported will be communicated at a later date. Detailed information on Special Education Supports and Mental Health Supports is listed below.

Special Education Supports (\$16.25M)

To support students with special education needs, the ministry is providing school boards and isolate school authorities with a \$16.25 million investment in PPF funding for the 2021-22 school year. This one-time funding amount is available to school boards to support students with special education learning needs by providing additional staffing resources, additional learning resources such as assistive technology, interventions that can be used to address learning gaps, and/or professional assessments based on local needs.

Mental Health Supports (\$25.25M)

The purpose of this Student Mental Health 2021-22 PPF is to support school-based mental health in order to foster the continued learning and well-being of students during this school year as recovery begins from the COVID-19 pandemic.

School boards may use this funding for the following school-based mental health related purposes:

- employ mental health professionals to directly support students;
- provide professional learning and training for educators, school board employed school-based mental health professionals, and school and system leaders;
- collaborate with community mental health providers to ensure pathways to care for students requiring more intensive supports are available;
- student engagement opportunities regarding mental health; and/or
- the collection, analysis and reporting of student mental health related information.

If you require further information on the COVID-19 funding supports, please contact:

Subject	Contact	Email
Connectivity supports for remote learning technology	Jasun Fox	jasun.fox@ontario.ca
Re-engaging students and reading assessment supports	Dianne Oliphant	dianne.oliphant@ontario.ca
Personal protective equipment and critical supplies and equipment	Andrea Dutton	andrea.dutton@ontario.ca
Reserves & Reserves Funding	Med Ahmadoun	med.ahmadoun@ontario.ca
Staffing Supports other than Special Education & Student Mental Health / School Operations Enhancement Funding	Paul Duffy	paul.duffy@ontario.ca
Special Education / Student Mental Health	Claudine Munroe	claudine.munroe@ontario.ca
Student Transportation	Mehul Mehta	mehul.mehta@ontario.ca